**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: Fifth** | | | **Date(s)**: September 11th & 12th |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Task 1 & 2** | | |
| **Essential Question(s):**   * How do readers use what they know about the patterns of text structure to read nonfiction text? * How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? * How do we engage in collaborative discussion? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Scott Foresman Reading Street pg. 113** * **Haracourt Social Studies pg. 82 & 83** * **Part of student practice book pg. 43** * **Note-taking graphic organizer (Cornell)** * **Chart paper** | | | | **Cause**  **Effect**  **Informational text**  **Organization**  **Content Words from text**  **Signal Words**  **Anchor Charts** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards: RI 5.10, RI 5.5, RI 5.8**  **I Can Statement(s):**   * I can identify cause and effect in a text. * I can determine the structure of a text.   **Instructional Plan:**  **Activating strategy (dramatic example)-**   * I will engage students with a dramatic example of cause and effect. I will push a rolling chair across the room and ask the students to describe what happened and why. This will lead into my instruction piece.   **Instruction-**   * **Define cause and effect** I will write a clear definition of cause and effect on my chart paper. (Cause-an event that makes another event happen (the why). Effect-what happens because of the cause(the what)). * **Introduce signal words/graphic organizer (**as a result, therefore, because, so, then, reason for, so that, etc,) I will write a list of signal words on my chart paper and draw a graphic organizer to represent cause and effect relationships. * **Shared reading of text from pg. 113 of the Scott Foresman Reading Street book** * **Model locating cause/effect within the text** I will explicitly model/think aloud how to locate cause and effect relationships using pg. 113. * **Independent/Paired reading of pgs. 82 & 83 (from Haracourt Social Studies book) followed by note-taking on these two pages.** Students will read these pages independently and work in pairs to take notes as previously modeled and practiced in class. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W 5.8,**  **I Can Statement(s):**   * I can show cause and effect in a graphic organizer   **Instructional Plan:**   * **Students will take notes using the Cornell method on pages 82 & 83 from the social studies book. This method has already been modeled and practiced several times in class.** * **In pairs or groups, students will create a cause/effect anchor chart following our rubric guidelines** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF 5.3, L 5.4**  **I Can Statement(s):**   * I can use context clues to figure out the meaning of an unknown word.   **Instructional Plan:**   * **Model how to use clues from a sentence to figure out the highlighted words on pg. 82.** * **Students will practice this skill using the highlighted words on pg. 83.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1, SL 5.5**  **I Can Statement(s):**   * I can share my ideas and listen to other people’s ideas.   **Instructional Plan:**   * **Students will present their anchor charts with other students in the class.** | | | | |
| **Closing/Summarizing Strategy** | ***Turn & Talk: Students will turn to a classmate and share how to identify cause & effect in a text.***  ***Response Log: How can understanding cause and effect help me comprehend informational texts?*** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students who finish early can list as many cause and effect examples as they can. | | **Strategic Intervention pg. 112 teacher edition- Write several sentences on the board (ex. The sun came out and caused the snowman to melt.) Work with students to identify the cause and effect in each sentence.** | | | Florida Center For Reading Research- Cause/Effect Cards. Students work in a group with the teacher to identify the cause when given the effect and vice-versa. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Rubric for student anchor charts.  Review student response logs. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*